Reading KS2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
***detailed in the word lists within the spelling appendix in the national Curriculum (English appendix 1)**						

Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	To begin to use volume, intonation and pace when reading aloud.	To develop accurate use of volume, intonation, pace, adding appropriate emphasis.	To apply a range of techniques to reading aloud, showing some awareness of the audience.	To confidently apply a range of fluency strategies, showing strong awareness of the audience.

Vocabulary	Recognise vocabulary associated with different genres provided by the teacher	Recognise simple recurring literary language in stories and poems e.g. repetition	**Fiction** Identify patterns in language e.g. repetition, rhyme, alliteration Identify and generate words with similar meanings or linked to a specific focus (synonyms) Identify and generate words with similar and opposite meanings (synonyms and antonyms) Identify figurative language devices, such as simile, metaphor, hyperbole and symbolism Identify words and phrases that create a particular mood, feeling or attitude, including figurative language **Non-fiction** Identify the structural features of a non-fiction text e.g. sub-heading, diagram, glossary, index Identify and understand content specific language linked to the relevant year group's curriculum.

Authors choice (Fiction & Narrative non-fiction)	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Compare, contrast and comment	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

				meaning. To identify main ideas drawn from more than one paragraph and summarise these.	texts to peers based on personal choice. To begin to distinguish between statements of fact and those of opinion	To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text

Retrieval	Answer simple questions about characters, setting and key events in a story	Answer questions about characters, setting/s and key events Answer retrieval questions about key information in a non-fiction text	Find and select the word/s in a **section of a text** to answer retrieval questions Find and select words and phrases to answer retrieval questions from **different sections across a whole text** Find and select words and phrases to answer retrieval questions from different sections of **unknown texts** To compose retrieval questions based on the whole text To compose retrieval questions based upon knowledge that could be drawn from more than one source Progression will also be seen through the following approaches: • The range of question words included in a session • The style of questions posed e.g. cloze, find and copy • The style of text provided • The length of text provided

Inference (Fiction & Narrative non-fiction)	To begin to make simple inferences	To make inferences on the basis of what is being said and done	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives	To draw inferences from characters' feelings, thoughts and motives	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues

(Sequence and) Summary	Sequence pictures for the beginning, middle and end of a story read Identify and discuss the setting and names of the characters in a story	Sequence events from a story, explaining reason for choices Explain and discuss the key information from what is seen or read (link to sequencing).	Sequence pictures or texts from a story or non-fiction text read, justifying reasons for choices Summarise orally and in writing the main points from a paragraph using a wider range of prompts	Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices Summarise orally and in writing the main points from several paragraphs or sections of a text	Sequence sections/ outlines of unknown texts based upon knowledge of genre features Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this Summarise the themes or viewpoints for different texts

Prediction	Predict whether a book will be story or non-fiction based upon the cover and title Predict what might happen based on what has been read so far	Make predictions prior to reading based upon the title, cover and skim reading of illustrations Make predictions based upon events in the text so far Make predictions using experience of reading books based on other familiar texts	Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings Make predictions based upon events and actions of characters so far in a story Make predictions drawing upon knowledge from other texts Make predictions based upon background knowledge of the topic	Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text Make predictions drawing upon knowledge from other texts.	Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion Categorise predictions as likely/unlikely based upon what has been read so far	Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author Make predictions using evidence stated and implied